

Vocabulary

OBJECTIVE:	Understanding word relationships: antonyms (LA. K-1.L.4) (LA.2.L.5)
ACTIVITY:	Introduce Anchor Text Vocabulary and Antonyms

Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> 1. beckon 2. brilliant 3. harmed 4. pulp 	<p>to summon or signal, typically with a wave or nod</p> <p>very bright</p> <p>caused hurt, injury, or damage</p> <p>the soft, juicy, or moist part of a fruit or vegetable</p>
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Teach according to the DLG, *Cactus Hotel*, pp.78-79.

Differentiated Kindergarten and First Grade Activity:

- Review synonyms that were taught last week.
- Introduce the concept of antonyms and play the “Opposites Charades.”
 - One student acts out a word and the others have to guess the opposites.
 - Some suggested words to act out are, big, up, hot, tall, sit, or skip.
- An Anchor Chart can be created and posted on the wall for further support.
- Distribute the Week 3 *Vocabulary Words* (Appendix 1).
- Have students cut their words apart and save for activities throughout the week.

Phonological Awareness/Phonics/Spelling

Note:

The NAD Summer Curriculum Committee has completed its study for best resources that will address the Science of Reading research and has chosen and recommended two resources: UFLI - Foundations (University of Florida Literacy Institute) and Heggerty Phonemic Awareness. UFLI ([UFLI Foundations | UF Literacy Institute](https://uflifoundations.org)) and Heggerty (<https://heggerty.org>), are both research and evidence - based programs that have proven to support students in whole group, tier one instruction, small groups, or as an intervention. UFLI is cost effective, but work intensive as the materials must be printed at the UF site. It works well with the multi-grade classroom and can be used seamlessly in small groups. It is more skills-based.

Heggerty will cost more as the materials are ready-made for purchasing. It can be used in whole or small groups and may serve as a tool for intervention in grades 3 - 6. It is more of a grade-based program. Both resources offer systematic, explicit instruction that will reach students with diagnoses and differences such as dyslexia and English as Second Language (ESL).

Your school or conference may choose from these two options, or you may continue to use your current program for Kindergarten.

Tips for managing Phonological Awareness, Phonics, and Spelling in a multi-grade classroom:

ORGANIZING THE PHONOLOGICAL AWARENESS, PHONICS, AND SPELLING CURRICULUM ACROSS GRADES K - 2

Grouping:

- Use the results of the Word Study assessments in Unit 1, Week 1 to group your students by their skills.
- Assessments to use:
 - Phonological Awareness Skills Test (PAST)
 - Alphabet Recognition
 - Letter Sound Identification
 - Decoding
 - Sight Words
- **Grouping students by skills and not by grades** will address individual student needs and strengths and better equip them for the prerequisite skills needed for successful reading.
 - If you are placing a student in a below grade level group, you should also have that student participate in their grade level group. This will give them exposure to their grade level curriculum. Expectations are that they acquire **some** of their grade level skills and begin to catch up.

Organizing Your Groups:

- When teaching in a multigrade classroom, the challenge is always fitting it all in.
- One way to manage groups is to have resources that students know how to use independently while you are instructing a small group. The following resources can be used as an independent rotation:
 - Digital resources such as Lexia, IXL or A-Z Learning.
 - Activities in the literacy center focused on weekly taught skills that can be done during center time.

Scheduling:

- There may not be enough time in the day to teach a complete Phonological Awareness, Phonics, and Spelling lesson each day to each group. Here is a sample schedule:
- Monday:

- Direct teacher instruction with the two lowest groups (Kindergarten level and 1st Grade level).
- The 2nd Grade level group should do an independent activity selected from Monday's 2nd Grade Pathways 2.0 Phonics and Spelling lessons. Use this activity as a pre-assessment. This pre-assessment will guide the intensity and focus of your instruction for the rest of the week.
- Tuesday:
 - Direct teacher instruction with 1st and 2nd Grade level groups.
 - Rotation activities after direct instruction for independent work.
 - Kindergarten level group will independently work on skills taught on Monday. This can be a center time activity.
- Wednesday:
 - Direct instruction with the Kindergarten level group and the group needing the most skill review for the week.
 - Rotation activities after direct instruction for independent work.
 - Rotation activities for groups working independently.
- Thursday:
 - Direct instruction with 1st and 2nd Grade level groups.
 - Rotation activities after direct instruction for independent work.
 - Rotation activities for the Kindergarten level group working independently.
- Friday:
 - Assess and Review.
 - Rotation activities after assessment for independent work.

Pathways 2.0 1st and 2nd Grade Phonological Awareness, Phonics, and Spelling Curriculum:

- Lessons are structured to have direct teacher instruction 4 days each week; Monday through Thursday.
- While planning your instruction for the 1st and 2nd Grade level curriculum, look over the week's lessons and choose the activities that are the best and will fit your student's needs.
- Condense these lessons to fit the number of days you have allotted for that level.
- Students will do independent activities after your lesson and while you are teaching another group. These can be a center time activity.
- Add spelling practice activities to center time to give students ample time to practice these words before the Friday assessment.

Shared Read Aloud

OBJECTIVE:	Give brief oral presentation (e.g. poems, memory verse, songs, readers theater) (LA.K-1.SL.7) Create a digital recording with an accompanying visual display. (LA.2.SL.5)
ACTIVITY:	Comprehend and Get Fluent!

Teach according to the DLG, *Cactus Hotel*, pp. 80-81.

- Display the printable, *Digital Recording and Visual Representation Scoring Guide* (Appendix D) for all the students to see.
- Discuss the key points of the presentation so that students are very clear about the expectations.
- Assign students to work in small groups, mixing the K-2 students, and choosing shorter pieces.
- This can be made into a fun activity with the older students as the “director” or leader of the group.
- Keep the scoring guide simple for Kindergarteners. For example, it is enough for them to simply speak at an 1. appropriate level - not too loud, not too soft and 2. at an appropriate pacing - not too fast, not too slow. They can practice to read quicker with an older student.

Comprehension Mini-Lesson

OBJECTIVE:	Compare and contrast two texts of the same topic (LA.K-2.RI.9)
ACTIVITY:	Make the Connection

Teach/Model

Teach according to the DLG, *Cactus Hotel*, p. 82.

Guided Practice

Teach according to the DLG, *Cactus Hotel*, p. 82.

Independent Practice

Teach according to the DLG, *Cactus Hotel*, p. 83.

Differentiated Kindergarten Activity:

- Have students work in groups of two to find two books on the same topic.

Guided Reading - Differentiate According to Standards

OBJECTIVE:	Read on-level text with purpose and understanding (L.A.K-2.RF.4)
	Use silent reading strategies (LA.K-2.RF.4)

Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.

This small group time can be used to expand, review and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Many Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

Independent Reading/Literacy Centers

OBJECTIVE:	Demonstrate understanding of the basic features of print (LA.K.RF.1)
	Read informational texts on topics of interest (LA.1-2.RI.14)

Writing Mini-Lesson

OBJECTIVE:	Write an informational paragraph that gives step-by-step directions (LA.K-2.W.2)
ACTIVITY:	Writing Step-by-Step Directions

Teach/Model/Practice

NOTE: Many of the Writing Workshop lessons in the Bridge have been written to be used across the grades. When a lesson appears in this document, it will be noted if it should be used alone or in collaboration with the lesson that is in the Grade 2 Pathways 2.0 Writing Workshop. Page number(s) from the Pathways 2.0 book will be included for your reference.

Teach according to the DLG, *Cactus Hotel*, pp. 84-85.

- Go through the Teach/Model.
- Go through the Guided Practice.
- Go through the Independent Practice.
- Go through Independent Writing.
- Circulate and conference with the groups of students to be sure that they are completing the title, list with everything that is needed, and the first three steps.

Differentiated Kindergarten Activity:

- Use chart paper to show the step-by-step directions to make a bowl of cereal shown on the worksheet.
- Write the steps from the text onto the chart paper, simplifying the instructions to be simple commands.
- Guide students through the bold transition words that show time order.
- Students should work in groups of two to select their topic.
- Students may draw or dictate the first two directions for the procedural writing.
- Students will work with their writing partner to compose a title, list of materials needed, and the first three steps of a simple household procedure, (e.g. making a bed, brushing teeth).

DAY 2

Word Study

Vocabulary

OBJECTIVE:	Understanding word relationships: antonyms (LA. K-1.L.4) (LA.2.L.5)
ACTIVITY:	Antonym Match

Anchor Text Vocabulary Words:

1. beckon	to summon or signal, typically with a wave or nod
2. brilliant	very bright
3. harmed	caused hurt, injury, or damage
4. pulp	the soft, juicy, or moist part of a fruit or vegetable

Teach according to the DLG, *Cactus Hotel*, p. 86.

Differentiated Kindergarten Activity:

- Distribute Kindergarten printable *Antonym Match* (Appendix 1).
- Students will draw lines to match antonym pictures.

Phonological Awareness/Phonics/Spelling

See Specific instructions for this section in Week 1 Day 1.

DAY 2

Reading Workshop Whole-Group

Shared Read Aloud/Comprehension Mini-Lesson

Three days are devoted to Shared Read-Aloud and Comprehension Mini-Lessons. Those mini-lessons can be extended for the other days of the week, or the time can be added to small-group instruction and individual work.

DAY 2

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

OBJECTIVE:	Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.K-2.RF.4)
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Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.

This small group time can be used to expand, review and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Many Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

Independent Reading/Literacy Centers

OBJECTIVE:	Demonstrate understanding of the basic features of print (LA.K.RF.1) Read informational texts on topics of interest (LA.1-2.RI.14)
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DAY 2

Writing Workshop

Grammar Mini-Lesson

OBJECTIVE:	Identify and use irregular plural nouns (LA.K-2.L.1)
ACTIVITY:	Irregular Plural Nouns

Teach/ModelPractice

Teach according to the DLG, *Cactus Hotel*, pp. 88-89.

- Go through the Teach/Model.
- Go through the Guided Practice.

- Go through the Independent Practice.
- Place printables *Irregular Plural Noun Sort: Cards* and *Irregular Plural Noun Sort: Form* (Appendix B) in the Writing Center to be completed.
- Go through Independent Writing.
- Send students to write a story or go through a previous story, underlining any irregular plural nouns used.

Differentiated Kindergarten and First Grade Activity:

- Go through the Teach/Model reviewing the concept of nouns by playing “Noun Hunt” where students look around the classroom and identify objects aloud (which are nouns) to practice everyday nouns.
- Briefly review plural nouns.
- Kindergarten students will use magazines to make a Noun Collage by cutting out plural nouns and will choose a plural noun to draw, dictate, or write a story.
- First Grade will write a story or go through a previous story, underlining any irregular plural nouns used.

DAY 3

Word Study

Vocabulary

OBJECTIVE:	Understanding word relationships: antonyms (LA. K-1.L.4) (LA.2.L.5)
ACTIVITY:	Introduce Academic Vocabulary/Review Anchor Text Vocabulary

Academic Vocabulary Words:

<ol style="list-style-type: none"> 1. clarify 2. develop 3. diagram 4. visual display 	<p>to make understandable</p> <p>to create over time</p> <p>a drawing that explains or shows the parts of something</p> <p>a picture, object, or video used to make something more interesting or easier to understand</p>
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Teach according to the DLG, *Cactus Hotel*, p. 90.

Differentiated Kindergarten Activity:

- Students get their vocabulary word cards. They write words in their *My Picture Journal* (Appendix 1).

- Students draw and color illustrations for each word.

Phonological Awareness/ Phonics/Spelling

See specific instructions for this section in Week 1 Day 1.

DAY 3

Reading Workshop Whole-Group

Shared Read Aloud

OBJECTIVE:	Give brief oral presentation (e.g. poems, memory verse, songs, readers theater) (LA.K-1.SL.7) Create a digital recording with an accompanying visual display. (LA.2.SL.5)
ACTIVITY:	Get Expressive!

Teach according to the DLG, Cactus Hotel, p. 91.

- After modeling showing expression, remind the “directors” or leaders to guide the others in their group to show expression when saying their parts.
- Conference with the individual groups to discuss their lines in the poem and the plans they have for creating the visual representation of the words.

Comprehension Mini-Lesson

OBJECTIVE:	Compare and contrast two texts of the same topic (LA.K-2.RI.9)
ACTIVITY:	The Right Book for the Job

Teach/Model

Teach according to the DLG, Cactus Hotel, p. 92.

Guided Practice

Teach according to the DLG, Cactus Hotel, p. 92.

Independent Practice

Teach according to the DLG, Cactus Hotel, p. 93.

Differentiated Kindergarten Activity:

- Students will work in groups of two, finding the similarities and differences of the two books they are comparing.

DAY 3

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

OBJECTIVE:	Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.K-2.RF.4)
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Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.

This small group time can be used to expand, review and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Many Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

Independent Reading/Literacy Centers

OBJECTIVE:	Demonstrate understanding of the basic features of print (LA.K.RF.1) Read informational texts on topics of interest (LA.1-2.RI.14)
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DAY 3

Writing Workshop

Writing Mini-Lesson

OBJECTIVE:	Write a procedural paragraph that gives step-by-step directions (LA.K-2.W.2)
ACTIVITY:	Drafting Instructions

Teach/Model/Practice

Teach according to the DLG, *Cactus Hotel*, pp. 94-95.

- Go through the Teach/Model.
- Go through the Guided Practice.
- Go through the Independent Practice.
- Go through Independent Writing.
- Meet with each group to confer about the group's progress.
- Ask students to read the steps aloud to themselves so that they can identify needed revisions.

Differentiated Kindergarten Activity:

- Students will work with their writing partner to complete a step-by-step paragraph.
- Students will complete their paragraph by drawing and/or writing the steps on the printable, *Procedural Paragraph: How To* (Appendix 2).

DAY 4

Word Study

Vocabulary

OBJECTIVE:	Understanding word relationships: antonyms (LA. K-1.L.4) (LA.2.L.5)
ACTIVITY:	Dictionary Author/Review Anchor Text Vocabulary

Anchor Text Vocabulary Words:

1. clarify	to make understandable
2. develop	to create over time
3. diagram	a drawing that explains or shows the parts of something
4. visual display	a picture, object, or video used to make something more interesting or easier to understand

Differentiated Kindergarten Activity:

Students play Memory Match with vocabulary word cards to increase word recognition and meanings.

Differentiated First Grade Activity:

- Have students choose two words to use for the activity.
- Distribute copies of printable, *First Grade Academic Vocabulary Organizer* (Appendix 1).

Phonological Awareness/Phonics/Spelling

See specific instructions for this section in Week 1 Day 1.



Shared Read Aloud/Comprehension Mini-Lesson

Three days are devoted to Shared Read-Aloud and Comprehension Mini-Lessons. Those mini-lessons can be extended for the other days of the week, or the time can be added to small-group instruction and individual work.



Guided Reading - Differentiate According to Standards

OBJECTIVE:	Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.K-2.RF.4)
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Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.

This small group time can be used to expand, review and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Many Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

Independent Reading/Literacy Centers

OBJECTIVE:	Demonstrate understanding of the basic features of print (LA.K.RF.1) Read informational texts on topics of interest (LA.1-2.RI.14)
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DAY 4

Writing Workshop

Grammar Mini-Lesson

OBJECTIVE:	Identify and use irregular plural nouns (LA.K-2.L.1)
ACTIVITY:	Irregular Plural Nouns

Teach/Model/Practice

Teach according to the DLG, *Cactus Hotel*, pp. 97-98.

- Go through the Teach/Model.
- Go through the Guided Practice.
- Go through the Independent Practice.
- Go through Independent Writing.
- Use printable, *Irregular Plural Nouns* (Appendix B) in the Writing Center for the students to complete.
- Display *Irregular Plural Nouns Anchor Chart* created on Day 2 (From Appendix B).
- Encourage the students to incorporate irregular nouns into their writing.
- Model an example to use such as “I see one fox. She sees two foxes; I found one box. She finds two boxes.
- Partners can write their poems and decorate them, or act them out using props or pictures.

Differentiated Kindergarten Activity:

- Students may work together to write a poem.

DAY 5

Word Study

Vocabulary

OBJECTIVE:	Understanding word relationships: antonyms (LA. K-1.L.4) (LA.2.L.5)
ACTIVITY:	Weekly Vocabulary Assessment

Anchor Text Vocabulary Words:

1. beckon	to summon or signal, typically with a wave or nod
2. brilliant	very bright
3. harmed	caused hurt, injury, or damage
4. pulp	the soft, juicy, or moist part of a fruit or vegetable

Teach according to the DLG, *Cactus Hotel*, p. 98.

Differentiated Kindergarten Activity:

- Have students complete Week 3 printable, *Vocabulary Assessment*-Kindergarten (Appendix 1).

Differentiated First Grade Activity:

- Students may choose to complete one vocabulary word on the printable, *Vocabulary Web Assessment* (Appendix C).

Phonological Awareness/Phonics/Spelling

See specific instructions for this section in Week 1 Day 1.

Shared Read Aloud

OBJECTIVE:	Give brief oral presentation (e.g. poems, memory verse, songs, readers theater) (LA.K-1.SL.7) Create a digital recording with an accompanying visual display. (LA.2.SL.5)
ACTIVITY:	Make a recording

Teach according to the DLG, Cactus Hotel. pp. 99-100.

Comprehension Mini-Lesson

OBJECTIVE:	Compare and contrast two texts of the same topic (LA.K-2.RI.9)
ACTIVITY:	Similarities and Differences

Teach/Model

Teach according to the DLG, Cactus Hotel, p. 100.

Guided Practice

Teach according to the DLG, Cactus Hotel, p. 100.

Independent Practice

Teach according to the DLG, Cactus Hotel, p. 100.

Differentiated Kindergarten Activity:

- Students may draw two similarities or differences in each of the columns of the printable, *Similarities and Differences* (Appendix B).

DAY 5

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

OBJECTIVE:	Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.K-2.RF.4)
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Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.

This small group time can be used to expand, review and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Many Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

Independent Reading/Literacy Centers

OBJECTIVE:	Demonstrate understanding of the basic features of print (LA.K.RF.1) Read informational texts on topics of interest (LA.1-2.RI.14)
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DAY 5

Writing Workshop

Author's Chair and Wrap-up

OBJECTIVE:	Wrap up writing pieces, share, publish, etc.
ACTIVITY:	Complete writing and other writing activities

Sharing Writing

- Use this time to complete, publish/share the piece from this week.
- Students grade 1-2 can also work in pairs on the procedural paragraphs that give step-by-step directions, while Kindergarten students work in Centers.